[District Name] Student Learning Objective

Date: 10/18/13

Teacher Name: Elementary Edward   **Position:** Grade 1

Subject/Grade/Course Number: Reading/Grade 1

Interval of Instruction: 9/4/13-6/6/14; 168 instructional days

Needs Assessment and Student Population

What do you know from the data about your students' needs and strengths? How does this SLO address a need for included students?

Area of Need:

Reading Fluency and Comprehension

Students in our school are assessed quarterly in each of the primary grades (K-3) using the Fountas and Pinnell Benchmark Assessment System. Our building teachers assess each student on this measure by using a running record and questioning. This assessment results in a reading comprehension level for each student.

Results of the Fall Fountas and Pinnell Assessments

	Instructional Level	Number of Students Scoring in that Level
Below Grade Level	Level B	2
	Level C	3
At Grade Level	Level D	9
	Level E	6
Above Grade Level	Level F/G	3
	Level I	2
	Level J	1

Analysis of the running record data show that:

- ☐ Students reading at below grade level expectations are struggling with meaning, structure, and visual issues when reading fiction and nonfiction text. Students struggle to ask and answer questions about key details in the text but can retell some parts of the story.

- ☐ Students reading on grade level expectation are struggling with meaning and structure, but perform well with using visual cues when reading. Students struggle to ask and answer questions about key details in the text but can retell some parts of the story.

- ☐ Students reading above grade level expectations are using structural and visual cues when reading, and have rare occurrences with meaning issues. Students can ask and answer questions about key details in a text but struggle with retelling the story and describing characters with accuracy.

Of the 26 first graders included in this SLO, two have IEPs and receive accommodations and modifications per their IEP (extended time and modification of assignments). One student identified as English Language Learners will receive support from the ELL specialist who will collaborate with me to ensure that the student's needs are met.

Content Standards

What standards and content will you target in your SLO? How do these standards and content capture the essential areas of learning that align to national and/or state standards? How do these standards capture both process and content standards?

Key Ideas and Details

CCSS.ELA-Literary.RL.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-Literacy.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

(RL.1.8 not applicable to literature)

CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

For those students reading below grade level, the kindergarten standards will be emphasized and the student's progress monitored so that first grade reading standards are taught when the student is ready. Students reading at the grade one level will be taught on grade 1 standards. Those students reading above grade level will receive instruction on the grade two reading standards. All standards will be taught (thus they are not listed individually here) through whole class and small group instruction in order to differentiate instructional needs.

Summative Assessment

What assessment will you use to capture student growth? What modifications and accommodations will you provide to students with IEPs, 504 plans, or ELL status?

I will use the Fountas and Pinnell Benchmark Assessment system to assess student growth. This assessment is used by all teachers in the school and I have been trained on how to administer this

assessment. The assessment is aligned with the Common Core State Standards and has been found to be valid and reliable measures. The assessment results in a reading level, which I will use in my growth targets.

My two students with IEPs will receive extended time per their IEPs. The student identified as English Language Learners will receive support from the ELL specialist, as specified for assessments in his plan.

Growth Targets

What growth do you expect your students to demonstrate by the end of the interval of instruction?

Each student will be expected to demonstrate one year of reading growth as shown in the table. These expectations are from the Instructional Level Expectations for Reading chart offered by Fountas and Pinnell. For example, incoming first graders who are reading at a level C in the fall would be expected to be reading at a level I by the end of the school year.

Preassessment (Fall Instructional Level)	Growth Target (Expected Spring Instructional Level)
Level B	Level H
Level C	Level I
Level D	Level J
Level E	Level K
Level F/G	Level K
Level I	Level L
Level J	Level M

Instructional Strategies

Which instructional strategies will you use to help students reach their growth targets?

Instructional strategies will include mini-lessons on comprehension as well as modeling of reading fluency and comprehension strategies through think alouds. Students will not engage in round-robin reading, as this practice has been shown to be ineffective; instead, students will engage in reader's theatre, choral reading, poetry club, and partner reading. Reading materials will be differentiated based upon students' current reading levels.

Progress Monitoring Plan

How will you monitor progress throughout the year?

Evidence of each child's reading performance will be noted on the individual running record, which is administered as designed (four times per year). I've received specific training and protocol for using a running record. I will analyze the results of the running records to identify patterns in student miscues and misunderstandings and then differentiate instruction as needed. In addition, I will use results from the assessments as well as =informal formative data to inform my decisions to regroup students and provide differentiated instruction as needed.

Is this SLO approved?   ☐ Yes   ☐ No

Teacher Signature: _____   Date: _____

Administrator Signature: _____   Date: _____

SLO Adapted from: http://education.ohio.gov/getattchment/Topics/Academic-Content-Standards/New-Learning-Standards/Student-Learning-Objective-Examples/Student-Learning-Objectives-English-Example/Grade-1-SLO.pdf.aspx